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ABSTRACT

The result of a symposium that brought together high school and university journalism teachers and professional journalists to examine multicultural issues and high school journalism, this lavishly illustrated guide presents ideas, inductive exercises, and models that have worked in classrooms and workshops across the United States. The guide focuses on strategies for recruiting, training, and retaining students from diverse ethnic and cultural backgrounds, with the goal of creating opportunities for greater minority participation in scholastic journalism and encouraging minority students to pursue careers in journalism. The guide also includes methods of stressing plurality within the journalism classroom, curriculum, and publication content--noting that students who can see themselves reflected in the publication can see themselves on the publication staff. The guide's four sections are: (1) Recruiting Strategies; (2) Training Strategies; (3) Retaining Strategies; and (4) Breaking Through. (SR)

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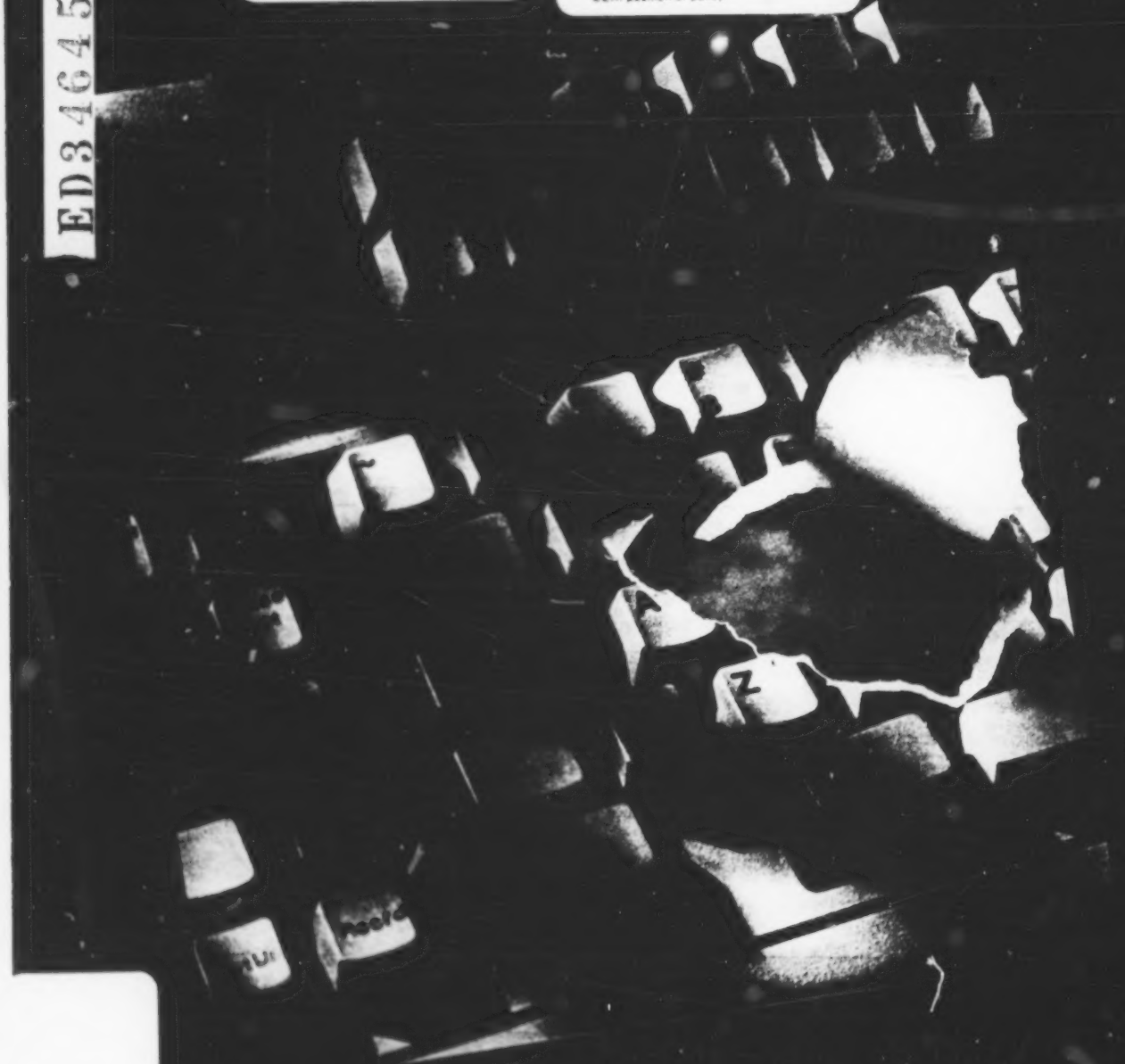
Breakthrough



A multi-cultural guide to high school journalism

CS 213 359

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"One of the best ways to affect change in this country is through the media... and one of the best ways to affect the media is through a career in journalism."

Nicci Fuller,
junior journalism major at
The University of Iowa
from Decatur, GA

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INTRO

This publication is two things. It is the final report of a symposium that brought together high school and university journalism teachers and professional journalists to examine multicultural issues and high school journalism. It is also a working guide filled with ideas, inductive exercises and models that have worked in classrooms and workshops across the country.

Most attempts to solve the problem of the lack of cultural diversity in today's journalism classrooms and news media staffs are targeted at college students. That may be too late. Research shows that most minority students make career choicces before they reach the college campus. As advisers and instructors, the high school teacher can play an important role in students' career choices.

This guide includes strategies for recruiting, training and retaining students from diverse cultural and ethnic backgrounds. Creating opportunities for greater minority participation in scholastic journalism and encouraging minority students to pursue careers in the field is our goal.

Methods of stressing plurality within the journalism classroom, curriculum and publication content are also included. Remember, students who see themselves reflected in the publication, can see themselves on the publication staff.

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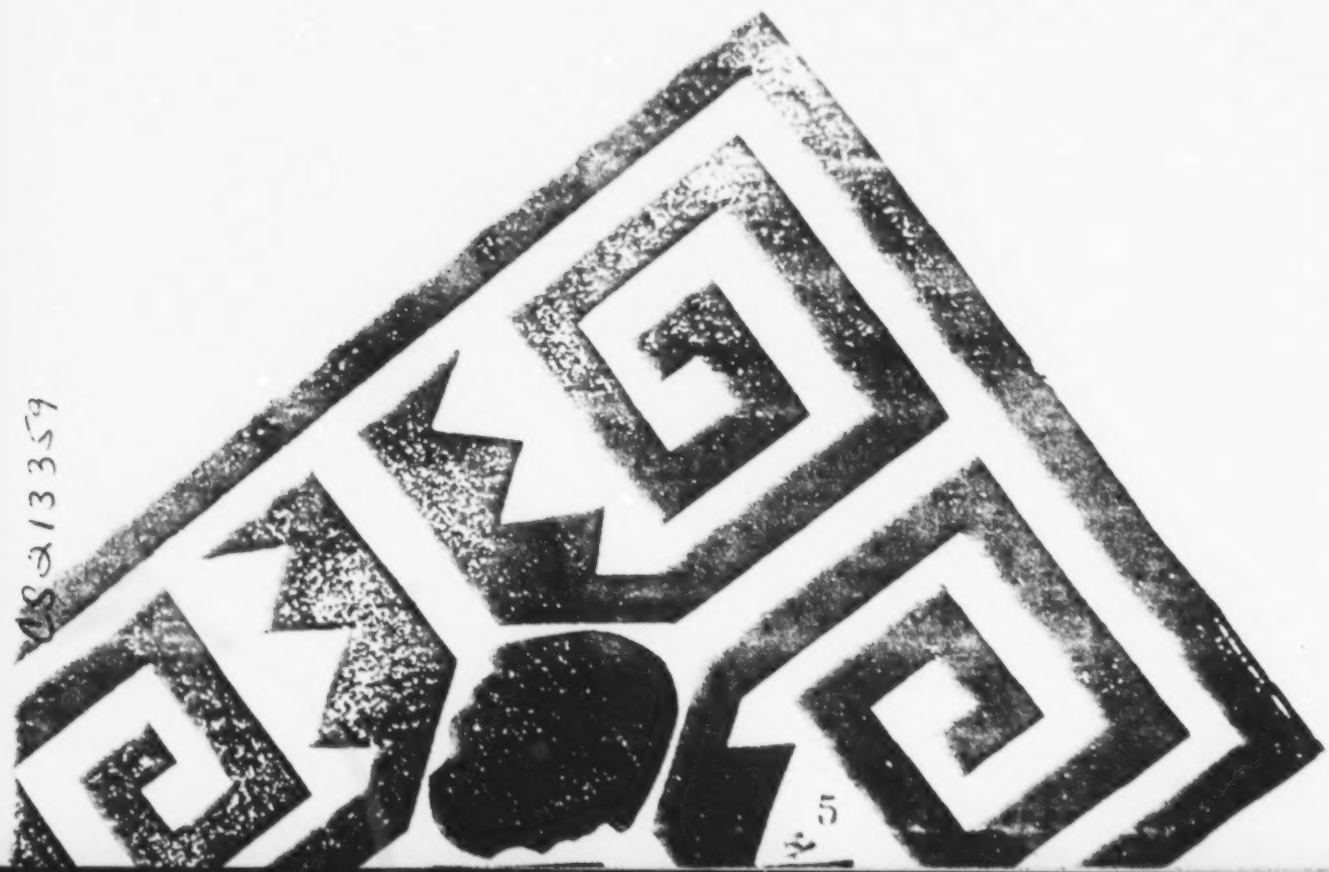


Part 1

Three areas to consider for recruiting are: the students, the resources available to advisers, and the local newspaper and other media organizations. These points comprise the main thrust for recruiting. Advisers need to devise strategies that can reach those students who have never considered journalism as a possible career choice.

I. Tapping the Advisers:

Putting your program before the counseling department.

Goal: *To alert the counseling department of your intention to attract a more diverse student publication staff.*

Location/Setup: *The counseling department.*

Time of Year: *At the beginning of the school year or during student registration. Follow up for the second and third registration periods (depending on whether your school system uses quarters or semesters).*

Length of Time: *Maintain continuous contact with the counseling department.*

Description: *Make the counseling department aware of your program and recruiting efforts. They can disseminate information to students registering through the counseling department. Don't just send them information about your program; go over it with them personally. Take advantage of the time periods before classes are scheduled.*

Give counselors a list of specific names of students who have already been identified as potential candidates. This relationship also involves calling counselors back and giving them brief progress reports on the students they recommended. Send copies of the newspapers where the students' articles appear. Counselors need a few "warm fuzzies" to let them know that their efforts are appreciated. It may also be beneficial to send counselors extra photos of these students to be displayed on the office bulletin board.

Discussion: *It never hurts to have friends in the counseling department. Let the counseling department know about your program and your interest in recruiting more students for the staff. If the counseling department is aware of your goals, students—who have to register through this department anyway—can get more information from counselors who are well-informed about your journalism program.*

Beginning a city/county-wide adviser support group.

Goal: *To form a support group for advisers where they can exchange ideas and coordinate strategies and activities.*

Location/Setup: *The support group can choose one central location to use as a meeting place or arrange to use different locations for each meeting—like member school buildings.*

Time of Year: *Begin before school starts for the year. The group should have a minimum of one meeting a month.*

Length of Time: *Ongoing all year.*

Description: *Encourage city/county-wide cooperatives among advisers to develop strategies for recruiting students in the area with particular emphasis on minority recruitment. Monthly meetings should be an open forum for discussion, coordination and support for activities and strategies to improve scholastic journalism.*

Recruiting

II. Tapping the Students:

Using mentoring programs to help train teachers.

Goal: *To train teachers/ advisers in the skills and strategies for working with students and producing publications.*

Location/Setup: *These programs are similar to the mentor programs for students discussed later in this guide—the difference is that professional journalists work with teachers instead of students. Experienced advisers can also serve as mentors for beginning teachers.*

Time of Year: *Start in the summer before the school year begins—before you find yourself knee deep in school activities.*

Length of Time: *All year, if possible.*

Discussion: *The program can operate through the city/county wide adviser cooperative. As a side benefit, a mentor program may help increase membership and participation in the cooperative.*

Seeking out journalism workshops for students.

Goal: *To encourage students to attend journalism workshops; and identify those who may have attended these workshops.*

Location/Setup: *Check scholastic journalism publications and local universities for lists of workshops.*

Time of Year: *There are year-long programs, but shorter, summer programs are more practical.*

Length of Time: *It depends on the workshop.*

Discussion: *Contact state and national press associations for imformation on workshop dates, fees and entrance requirements.*

Using published guides to journalistic opportunities.

Goal: *To encourage students to explore published guides.*

Location/Setup: *Contact The Dow Jones Newspaper Fund, The ANPA Foundation, etc., for information. (See the resource list in the back of this guide.)*

Discussion: *Also encourage students to explore journalistic opportunities discussed in "What's In It For Me?" an ANPA Foundation newspaper career book for students. Study the career and workshop guides published by The Dow Jones Newspaper Fund and other organizations. Arousing student interest in journalism is the most important component in diversifying student publications.*

Hooking students through broadcast exercises.

Goal: *To recruit students for publications through broadcast writing exercises.*

Location/Setup: *This exercise can be part of an English unit. Necessary equipment includes 1 or 2 tape recorders or a video camcorder which can be found in the school media center/library, or students' own equipment.*

Time of Year: *During a composition unit in an English class.*

Length of Time: *Three weeks maximum.*

Description: *The exercise can be presented as a journalistic writing activity. Students will write the copy for the stories they tape using a cassette or camcorder and present it to the class. Students should focus on wiritng for the various media—radio, television or print.*

Discussion: *Students get excited about seeing or hearing themselves on tape. By introducing these aspects of journalism, you can get them involved in journalistic writing and may generate an interest in serving on publication staffs.*

Holding a school-wide electives fair.

Goal: *To promote and explain school electives available to students.*

Location/Setup: *School gym or cafeteria. Set up tables and displays that describe each elective class.*

Time of Year: *Before classes begin in the fall and before each registration period.*

Length of Time: *One to two hours on a school day as part of a special school program or scheduled before or after school or during lunch periods.*

Description: *Each elective class can set up a display illustrating the types of activities students can expect if they select the class. It is a good idea to have former students and the adviser/teacher on hand to answer questions about the course. Make the display interesting and attractive as if it were a job fair to attract student attention and interest in registering for journalism.*

Discussion: *This is a great opportunity for advisers and publication staffers to recruit prospective students.*

The journalism fair.

Goal: *To expose students to scholastic journalism activities, professional journalism as a career, and to recruit future staff members.*

Location/Setup: *Use display cases, bulletin boards and ads in the school newspaper to advertise the fair. The setup of the actual fair would be similar to the school-wide electives fair. It can be contained in one classroom if necessary.*

Length of Time: *One week. This will include enough time for the lead-in advertising and the actual event.*

Description: *Sponsor a journalism fair and anchor it around a big school event such as homecoming, black history month or before registration dates. Invite professional journalists, advertising and circulation personnel, and the publisher of the local newspaper to become involved. Yearbook advisers can also invite yearbook company representatives.*

Discussion: *Effective use of display cases and bulletin boards illustrating what journalism is all about can sell students on the idea that they, too, have something to offer or gain from working on their school publications.*

Using the newspaper to advertise staff jobs.

Goal: *To inform student readers of the different opportunities available through scholastic journalism participation. Also, parents who read the newspaper may encourage their children to join.*

Location/Setup: *Use ad space in the newspaper.*

Time of Year: *It depends on the needs of the newspaper staff.*

Length of Time: *It depends on how often the newspaper is published.*

Description: *Place a series of ads in the newspaper promoting the various positions available on the journalism staff and in the class (i.e. advertising, editorial, public relations, graphic arts, etc.). The space can also be used to promote the other classes and school activities.*

Discussion: *Don't just use text to create these adds, let students be creative in producing them. You will make students aware of journalistic opportunities and encourage creativity at the same time.*

Widening the pool of recruitable students.

Goal: *To avoid looking in the same spots for student staffers.*

Location/Setup: *Drum up interest in other classes or school organizations.*

Time of Year: *All year.*

Length of Time: *A continuous effort.*

Description: *Focus on recruiting "average" and "at risk" students to work on publications. These students may not have strong writing skills, but they can be involved in other activities such as word processing or typing stories into the computer. Encourage artistic students to contribute original artwork or graphic designs. Stress the other areas important to maintaining a publication, such as advertising, budget planning and public relations. Some students can contribute in these areas and provide a valuable service to the publication.*

Discussion: *Recruit the siblings of current and former staff members. Start early by inviting siblings to participate in some extracurricular staff activities like a paste-up night pizza party. Create interest in other classes like civics or where students are already writing. Encourage teachers to have students submit essays they have written. These essays can be highlighted as guest columns or placed on the viewpoints page.*

Recruiting in junior high: An adviser and student approach.

Goal: *To foster a relationship between high school journalism and middle and junior high schools. To introduce students early to the opportunities available in high school.*

Location/Setup: *The local middle or junior high school.*

Time of Year: *Spring.*

Length of Time: *This should be a project that is continued on a yearly basis.*

Description: *Start a buddy project with a junior high or middle school in your area. Fifth through ninth graders are good targets. Approach an English teacher with the idea of doing a buddy project in newspaper. In the beginning of the program, the high school adviser can help the junior high teacher create a journalism unit for a selected English class.*

Once a week, high school staffers should meet (during or after school) with the English class to work on developing stories and editing. The staffers serve as role models and mentors for the younger students. This can prove to be an effective approach to recruiting. These junior high students will already know about the newspaper and whether or not they would like to be involved. If they know the high school staffers, they may not be intimidated by the idea of joining the staff.

Discussion: *This project also allows the high school adviser to introduce the junior high school teacher to journalistic writing and production. This junior high teacher will be able to encourage other English teachers to do a project like a large newsletter or newspaper by joining with other classes.*

Diversifying the voices in the publication.

Goal: *To enable a diverse group of students to feel more comfortable contributing to the newspaper and to provide an outlet for participation beyond the staff.*

Location/Setup: *Students may use tape recorders during interviews. Access to computers or typewriters for students working together on stories is helpful. A place to collect contributions submitted by non-staffers for the school newspaper or yearbook is essential.*

Time of Year: *All year.*

Length of Time: *There should be continuous contact.*

Description: *Find ways to get students to feel more comfortable about contributing to the publication. Students who may not have had an interest in participating can be "turned on" by seeing other "voices" within the publication. For example, ESL students (students for whom English is a second language) may not be able to contribute as reporters for the staff, but the stories they have to tell are just as important and interesting. Encourage publication staffers to interview these students and allow them to tell their stories in their own words. Print the stories as a featured series.*

Another variation on this exercise would be to pair a staffer with an ESL student to work on a story together. Both have a learning experience and share a byline.

Encourage students who are involved in unusual activities to share information. It is easy to write or talk about something that is important to you.

When students take field trips, encourage them to write articles about the trips and use any pictures taken for a special photo layout in your paper.

Discussion: *Students who see themselves in the newspaper or yearbook can see themselves on the newspaper or yearbook staff.*

III. Tapping the Industry—Getting newspapers involved:

The partnership between the classroom and the newsroom.

Goal: *To involve the industry in making an early commitment to journalistic teaching and increasing the pool of professional journalists.*

Location/Setup: *The classroom, auditorium, gymnasium or local newspaper. The location depends on the type of activity planned.*

Time of Year: *All year.*

Length of Time: *Monthly or bi-monthly.*

Description: *Develop a partnership with the local newspaper to sponsor career days, "shadow-a-pro" days and mentoring programs.*

The local newspaper can help sponsor weekend writing, art and sales workshops as well as sponsor field trips for students to see their physical plant and facilities.

Discussion: *It is important that the industry make efforts earlier to tell students about journalism as a career. Studies indicate that many students—particularly minority students—choose careers before they reach college campuses. Because some students are never exposed to journalism before college, they don't consider it when choosing majors or careers.*

Exploring journalistic writing.

Goal: *To expose students to different areas of journalistic writing.*

Location/Setup: *The classroom or local newspaper, radio station or television station.*

Time of Year: *At least once a month, during the school year.*

Length of Time: *One- to two-hour fieldtrips, or one-hour presentations.*

Description: *Have reporters and other staff members from local newspaper, radio or television stations give presentations that promote different areas of journalism like health reporting, business reporting, graphic arts, photography, or production.*

The industry and summer involvement.

Goal: *To provide students with summer jobs and hands-on experience.*

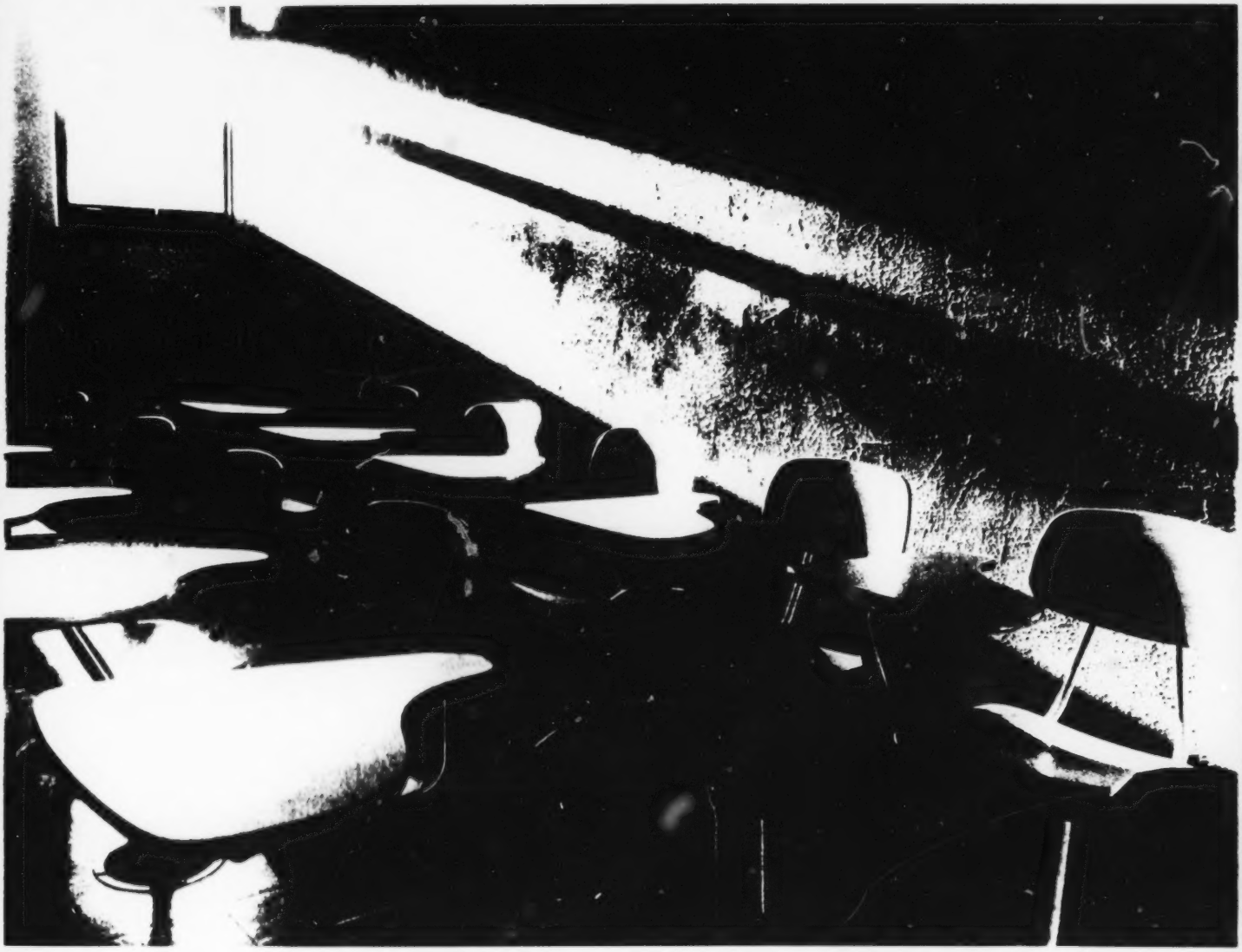
Location/Setup: *The local newspaper.*

Time of Year: *Summer.*

Length of Time: *Varies.*

Description: *Encourage local newspapers to set up opportunities for student summer jobs and internships and giving students journalism experience while exposing them to the newspaper business.*

Discussion: *For more information on ways to involve local industry and models of relationships that already exist, see the training and resource sections of this guide.*



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Part 2

Training Strategies

A Slight Case of Reaction: A Simulation

This exercise can be done in the classroom using the classroom materials for props. Depending on your goals, this simulation can be adapted to make the teacher, the student editor or Steve Jones the key player. You may also wish to remove some of the detail (e.g., the adviser facing a *C:JET* deadline) or focus attention on the student editor rather than the adviser.

However you choose to set it up, the exercise is designed to let students take on assigned roles and represent the person to whom they are assigned or volunteer to play. Here are suggested roles to assign:

Newspaper adviser, *The Schooner*

Student editor-in-chief, *The Schooner*

News editor, *The Schooner*, who is a good friend of the editor-in-chief and, if the adviser believed in the idea of co-editors, would have been one.

Steve Jones, student president, Black Student Union, who thinks that *The Schooner* is racist. (As it turns out, there have been no black students on the staff in the past three years even though the adviser has made a number of individual attempts to recruit black students from the school for the staff.)

Gloria Stellar, good friend of Steve Jones and a self-described feminist who thinks that *The Schooner* portrays young women stereotypically. "The only women they write about are cheerleaders," she says.

Set up the simulation so that the adviser controls the length of time it lasts and controls the order in which presentations are made.

Students not participating directly in the simulation should have active participant roles. They can watch for the ways in which, for example, the adviser and editor relate to one another. Or how accurate Steve Jones and his colleagues are in their critiques of *The Schooner*.

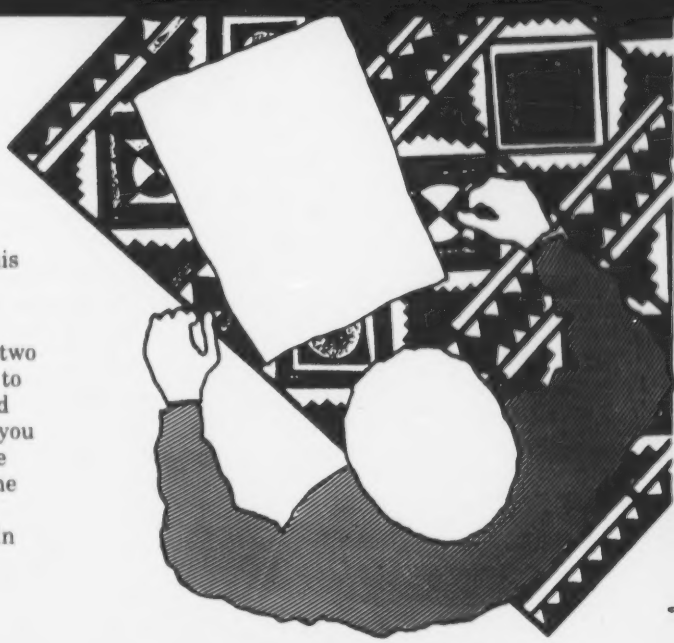
Time of Year: Varies.

Length of Time: Approximately 55 minutes.

Description: It is the third week of the school year but you have already been making preparations for the first of two all-school meetings your student newspaper staff will host this year. Called the Schooner Open Forum, it will be held one week from Friday, the same day that the first issue of your award-winning student newspaper, *The Schooner*, will be out.

In this first meeting, students and faculty members will be invited to an open forum to talk about the newspaper. It is scheduled to last just over an hour. It runs during an open lunch period, from 11:30 a.m. to 12:45 p.m. A couple of questions you will ask are: How well did the paper serve its community of readers last year? Do students think every issue needs color?

You hope to do some recruiting—you always seem to be short of good student photographers. Otherwise, you have every reason to expect



another reasonable meeting and a positive "shot in the arm" for this year's upcoming staff who will hear some negative but primarily positive comments about the paper.

Indeed, this open forum meeting format has worked well the past two years and you have noticed that the students you work with seem to display more "ownership" of the paper. You have become convinced that these meetings are constructive. They are so productive that you have agreed to write a first-person account about how and why the open forum format works and how you came up with the idea in the first place. Your deadline for the 1,500 word story in *C:JET*, the official journal of the Journalism Education Association (JEA), is in three weeks.

That's when the following letter to the editor is submitted:

Open letter to the student body (and to the editor):

Another one of those publicity stunts called Schooner Open Forums is coming up. Can you believe it? Once again they want us to think that what we real students have to say makes any difference to the goody-goods who edit the paper and decide what goes into it.

This year we should not put up with it. I'm tired of only reading about all the red-blooded, All American, keen teens that go to this school. That's all you see in every issue of the Holy Book Schooner—you'd think that everyone belongs to a school-sponsored club, worries about the SAT exams and getting into college and no one ever gets expelled.

Real students know that it is all a crock.

- Steve Jones

To your surprise, Steve has done more than write the letter. He has mobilized a number of students who say they agree with his view of *The Schooner*. True, he has been able to play upon their discontent with school in general and by focusing on *The Schooner*, unfairly you think. But he has tapped a real rich vein of frustration.

He is announcing—to anyone who will listen—that he plans on attending the open forum meeting where he will demand that he be given a position on *The Schooner* staff.

Discussion: Debriefing the role play:

Students generally recognize the "out" groups depicted in the simulation, although, the groups may have different names in your school. Even if your students find the Steve Jones character a bit out of whack, they will be able to relate. They will be likely to identify and describe the groups in your school that correspond to the groups Steve brought out through his letter and at the meeting.

Here are some focus questions that will get the debriefing started:

Why do you think Steve Jones wanted to make an issue of The Schooner? Were his criticisms fair?

Do you think the simulation was realistic? What are the groups in our school that might have some of the same opinions represented by Steve and his friends?

What coverage responsibilities do newspapers have to "out" groups in their audience? Do you think that professional newspaper editors worry about comprehensive coverage? Why or why not? What do you think they do about it?

Content Analysis I: The American Dig

You will need a complete set of newspapers from last semester or from the previous school year.

Time of Year: This exercise should be conducted twice a year, before the first publication and after the last one.

Length of Time: One to two class periods or one to two hours are needed to do a comparative study to determine what has changed.

Description: It is the year 2092. You just got a great part-time job as a researcher for a local university professor who is writing a popular culture/history textbook about life in the United States in the late twentieth century. Your first assignment is to find out everything you can about what it was like to be a teenager in the year 19__. Your research will be the basis for at least one chapter of the new book, maybe more.

Here's the catch: the only record of teenage life in 19__ available to you is a complete set of student-written newspapers from _____ High School.

You will have to describe what teenagers were like and what life was like for them in 19__ based entirely on what you read and see in the newspapers you have.

Study the photos to describe what teenagers in 19__ looked like. For example: What was the racial/ethnic mix in their school? What kinds of clothes did they wear? In what kinds of activities did they seem to be involved?

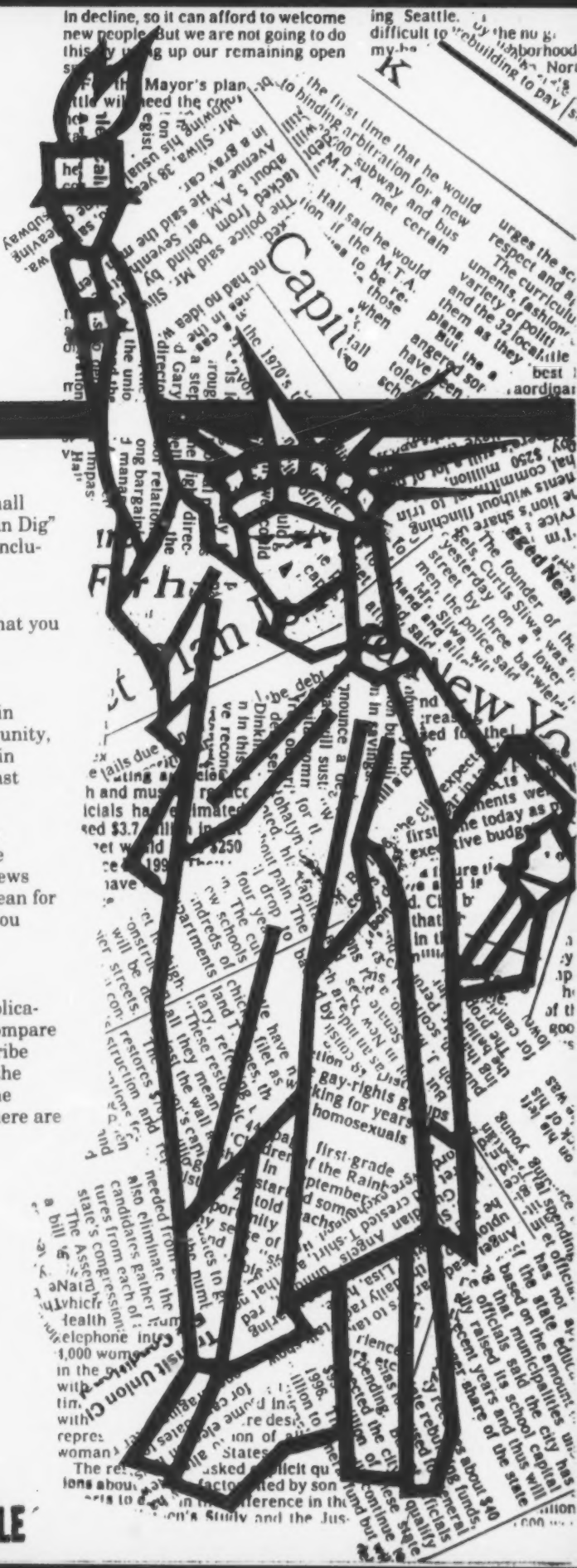
Read the stories to determine the issues and problems important to them: What issues were covered? Did the news stories, editorials, columns and letters to the editor reflect a diverse student population—or did this school seem to be a pretty homogeneous place? In what kinds of activities did they participate?

Discussion: Teacher Background Notes.

Historians and cultural anthropologists, among other researchers, often find themselves using fewer original sources than they might wish in order to draw conclusions and make judgments about cultures they are studying. But, that does not stop them from trying.

Nor will it stop students who, in this exercise, are asked to draw conclusions using as complete a set of last year's issues of the high school student newspaper as you can pull together.

The exercise works equally well with social studies, mass media, English and, of course, journalism classes. It all depends on the direction you want to take it and the questions you ask.



Discussion notes . . .

A good way to handle a discussion is to break your class into small groups (3-5 students in each). Assign each to make its "American Dig" report to the entire class. Tell students to be careful to draw conclusions based only on what they see in the student newspapers.

Since you may have difficulty finding enough sets of last year's newspapers for each student, small groups let you distribute what you have more easily.

For mass media and social studies classes . . .

How well did our school's newspaper reflect life as you knew it in school last year? If it did not accurately reflect the school community, why or why not? In what areas did it seem to be most accurate in reflecting student life? Why? In what areas did it seem to be least accurate in reflecting student life? Why?

Did it seem to matter who was on the staff? Why or how? What conclusions can you draw about coverage and staffing? Do those conclusions apply to daily newspapers and other professional news media? Does staffing affect story selection? What might that mean for members of groups who are not represented on the staff? Can you draw similar conclusions about daily newspapers?

For journalism classes . . .

All of the questions (above) apply to journalism classes and publication staffs, of course, but here are some others to consider: 1) compare and contrast the variety of issues that student journalists describe against the "realities" of life in your school. How accurate was the portrayal? 2) Do the stories and photos adequately represent the diversity—ethnic, racial, class—that exists in your school? If there are groups missing, why is that so?

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Content Analysis II: Know Where You've Been to Know Where You're Going

Goal: This exercise involves several levels of content analysis. It combines specific content and source analysis to produce a global picture of how a publication reflects its reading community. The first component of the exercise is fact gathering; the second component is analysis and synthesis.

Location/Setup: It is helpful to have a full demographic work-up of the school as well as the community. Use tally sheets to determine the content and sources used in the school's publication. This exercise will require each issue of the published newspaper.

Description: Analyze each issue of your paper, and compare each succeeding issue with the preceding one. Collate all of the data.

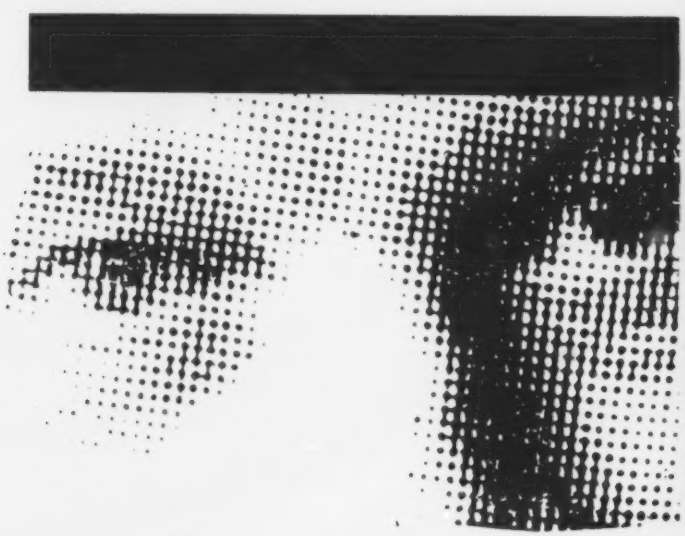
Working in pairs, one person will list all the stories, photos, briefs, infographs, etc. by coverage area. There is a tally form for this, and space for annotation. The other person in the team will list all sources used in the paper, within categories as listed on the source tally sheets.

Compare/contrast your data with demographic results previously gathered.

Option: Do this on a file of exchange papers (from a similar school, or from an excellent publication). You may not be able to determine all the data without previous knowledge of the school situation.

Discussion: We can get caught up in all the detail work of producing our publication to the point that we miss the big picture entirely. That's when a content and source analysis can come in handy. This assignment begins with a thorough breakdown of the paper into small components.

Resources include: sample analysis, diskettes for Mac and IBM with database templates provided and tally sheets. (See tally sheet examples on the next page.)



Content Analysis Content Tally Sheet

Writer/Photographer	Headline of Story/Photo	Type	Section	Coverage Area	Annotation
		1. Story 2. Brief 3. Photo 4. Infographic	1. Front Page 2. Local News 3. World news 4. Featrues 5. Sports 6. Op/Ed 7. Special Report		

Content Analysis Source Tally Sheet

Writer/Photographer	Ethnicity	Grade Level	Headline of Story/Photo	Source Name	Gender	Ethnicity	Category	Type	Quotes
	1. White 2. African American 3. Asian American 4. Hispanic American 5. Other	1. Senior 2. Junior 3. Sophomore			1. Female 2. Male	1. White 2. African American 3. Asian American 4. Hispanic American 5. Other	1. Freshman 2. Sophomore 3. Junior 4. Senior 5. Faculty 6. Administration 7. Authoritative 8. Other	1. In Person 2. On Paper	1. Direct 2. Indirect 3. Mixed

Optional: Using a relational database program, create fields corresponding to the tally sheet columns and fill in the data. This can result in very sophisticated statistical breakdown, where you relate writer to sources to direct/indirect quotations, for instance. This can provide a reporter with a picture of how she is doing in coverage and use of sources. This can be done without computers—but as the data increases, the task becomes more and more complex. The entire staff analyzes the data, with an editor in charge.

Discussion: Once the data has been gathered, the true value of the exercise is determined by the analysis we perform.

Ask questions such as: Are there obvious cases of no coverage/little coverage? Are some sources clearly overused? Was an ethnic balance of sources used? Do white reporters tend to interview whites? Do juniors tend to interview juniors?

Content Analysis III: A Day in the Life of...

Goal: To give students a practical hands-on look at the school and community in order to document school activities to determine if they have been included in your publication.

Location/Setup: Students will need access to cameras, a lab (for at least one day) and access to a computer lab or typewriters.

Time of Year: First of the year.

Length of Time: A minimum of one week.

Description: This exercise is appropriate for small groups and should include as many members of the class who can take photos. Students are expected to have basic photography, interviewing and typing skills.

This exercise will take several days and at least five productive periods. It begins with an exercise called "A Day in the life." Be prepared for the inevitable problems with films and cameras since it focuses on photography.

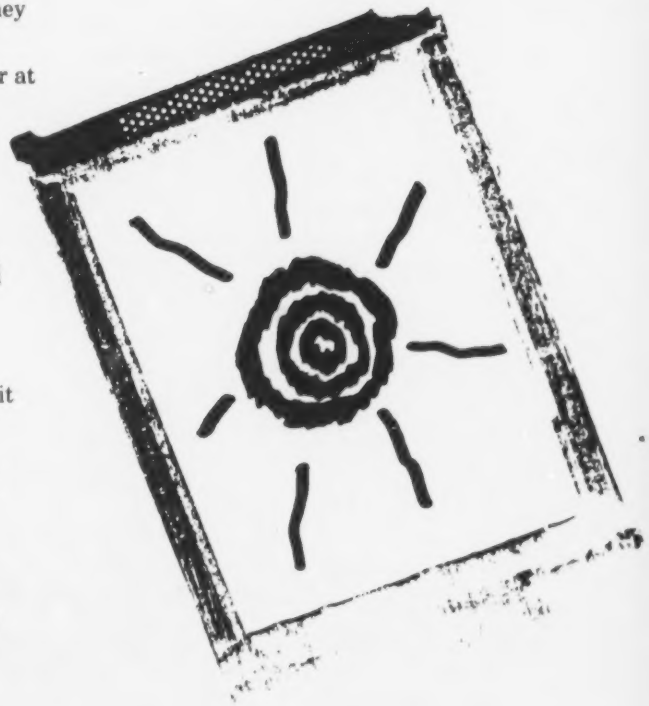
At the end of this multifaceted assignment, students will submit a photo essay, a letter, an in-depth interview, and possibly a survey. Suggest possible sources for information on topic.

The assignment will allow discussions and critiques as well as responses to such questions as:

How representative and accurate are photos in the media?

Is our school (i.e. community, culture) undercovered or overcovered?

Do pictures really tell a story?



The exercise: A Day in the Life

1

The first day

The teacher sets up the format. One idea to begin this assignment is to conduct a poll or survey as a group brainstorm. The question is: Do pictures really tell a story? Keep the discussion focused. Go over the guidelines a few times. Answer questions if at all possible. Students will become motivated to take photos which have the most story telling impact. This is a great time to review photography techniques. Photos from this assignment can be incorporated into publications.

2

The second day

All of the photographers will have the same job—to document "A Day in the life of _____ High School." Student photographers can take pictures of anything that happens that day—anything at all. This is an exercise where photographers will see the everyday stuff plus the unusual stuff that makes _____ High School a great place (or not such a great place) to go to school.

Students can take pictures of their friends. They can take photos of teams practicing, teachers teaching and students learning. They can take pictures of people working after school, getting home from school, doing necessary home chores, eating supper, getting up in the morning, washing up, preparing breakfast, and even arriving at school in the morning.

Photographers can take pictures of teachers during their off periods, running off tests, grading class work, and lecturing in class. They can take pictures of administrators talking to staff members and students.

Photographs should be close-ups, but overview shots are okay. Action and posed pictures are permissible. While most of the shots will be inside, outside candids should not be neglected.

Caution to students: Don't overlook the obvious. Students must consciously try to document what _____ High School personnel—particularly students—do in a typical day. Make allowances for atypical days.

The third day

3

Photographers will work in the lab and develop and print pictures. They will turn in only 5 or 6 of their best shots for a grade. Each photo must have a caption. All persons in photos must be identified.

This may involve two or three days depending on lab facilities available. In addition to the photos, students will turn in a page or two about: "What does it mean to go to _____ High School?" This writing assignment must be typed. This is the beginning of a photo essay assignment.

The fourth day

4

Students will write a letter and invite either free lance or staff photographers. There will probably be duplicate letters, but that's okay. No more than three photographers should be invited as guest speakers. The presentation can be in the form of a panel. The guests should be strong role models. Have students get involved in such protocol as making and confirming the appointment, making the presentation, and writing a follow-up thank you letter.

This is also a good time to go over the basics of interviewing. Prepare some questions after a brainstorming session. These should be done in small groups of three or four. Prepare the students so that the actual interview will run smoothly.

The interviews do not necessarily follow immediately. They can come a few days later which allows for flexibility.

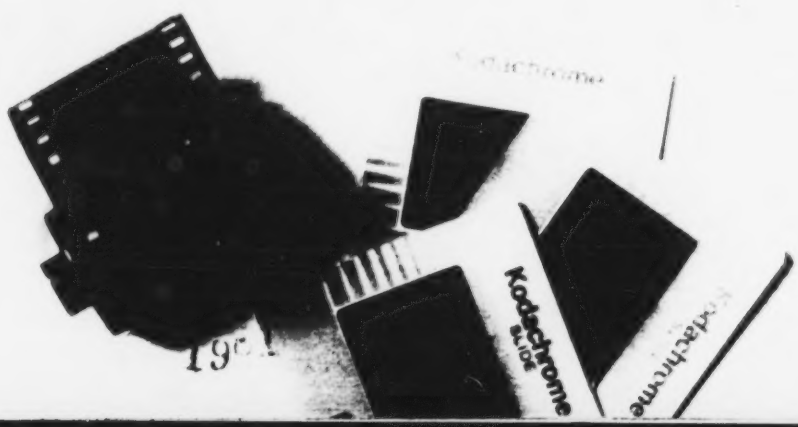
The fifth day

5

This is the interview day. Have some of the students' work ready for observation by the guest speakers. Perhaps they can find time to give an oral critique of specific strengths found in the students' work.

If the guest speaker is not available for critiques, have students critique their work in small and then large groups.

Discussion: This is an umbrella exercise encompassing many facets of basic journalism. Focus on accuracy in multicultural settings in both weekly and daily coverage. Look at area weeklies and metropolitan dailies from both in and out-of-state. Look specifically at the school paper and annual. Are they accurate? Are they complete? Do they truly reflect "A Day in the Life of _____ High School?"



Goal: To make exploring culture-specific information less threatening to students and to promote fair comment on issues of concern.

Location/Setup: In a journalism class, it is often less threatening for students to explore culture-specific information as part of their overall responsibility as a student journalist. Students cover the entire community, provide fair comment on issues of concern, and act in a leadership role on campus. In doing so, the staff can expose their peers to information and issues they might not otherwise explore on their own. The student newspaper will then become a vehicle for students to research, write, and publish stories that contain culture-specific knowledge. Journalism skills expose not only the staff but the entire student body to issues of multiculturalism and diversity.

Time of Year: All year.

Length of Time: Special emphasis should be given at the beginning of the year, but these issues should be considered throughout the year to improve the content of the newspaper.

Description:

1. Cover Multicultural Issues In Depth:
Plan newspaper issues with news, feature, editorial articles with photos, art and graphs on such topics as the contributions of African Americans or the impact of Hispanic culture. Localize the focus.

2. Use Holidays as a Springboard:
Use a Martin Luther King, Jr. Holiday or Black History Month to plan and execute a "blitz" on African Americans—articles on every page, with every section of newspaper relating to the event. Avoid stale historical summaries of famous people. Include profiles of heroes, but attempt to connect their lives and contributions to current events.

3. Use "Negative" Celebrations:
Many ethnic groups do not recognize Christopher Columbus, for example, as a hero. They may see him as an oppressor, the precursor of the devastation of their ancestors. This is an opportunity to explore issues such as colonization, imperialism, cultural conflict and genocide. Use a perspective with a historical point of view showing how it applies to the school and community today. For example, cover local Native Americans who were disenfranchised by European immigrants. Find out how they live now, what parts of their culture still survive and what parts have been altered or erased.

4. Bash Stereotypes:
Take an ethnic/racial stereotype and examine the roots of the stereotype. For example, research the stereotype that all Asian students are math and science grinds. Interview Asian students to discover their views; talk to non-Asians to determine their views. Use statistics and graph them to illustrate the situation and conduct a pre- and post-issue survey to discover to what extent the stereotype exists and what impact it has on attitudes.

5. Rainbow Features:
Schedule a feature for each issue that highlights a member of a different ethnic, racial, religious or cultural group from your school community. Emphasize both the differences and similarities and how the uniqueness adds a positive element for the school and community.

6. Food for Thought 1:
Do restaurant reviews on ethnic foods, but use them as an opportunity to inform readers about the authenticity of some ethnic foods (pizza, Chop Suey) as opposed to foods developed by ethnic groups in America. Introduce readers to dishes not normally promoted. For instance, many foods—other than tacos and burritos—are served in many Mexican American restaurants that reflect the large-scale immigration from Northern Mexico. Southern Mexican cooks use different ingredients and create different dishes.

7. Food for Thought 2:
Stress the similarities of different peoples in the values, customs, traditions and behaviors they share. For example, an in-depth piece on "Corn Off The Cob" that informs the reader, perhaps humorously, how one product influenced the cultures of Native Americans, African and African Americans, Hispanics and Asians. Give sample recipes. Do a feature on Irish roots of "Country and Western" music or how the banjo was brought from Africa and incorporated into rural white and black music.

8. Multicultural Graphics:
Run standing infographics that catch the readers attention and impart a single fact quickly and with high impact. Run a "Did You Know" feature with a graphic that gives information about an ethnic/cultural group represented on campus. Find information that the majority of students may not know or information that counters a stereotype.

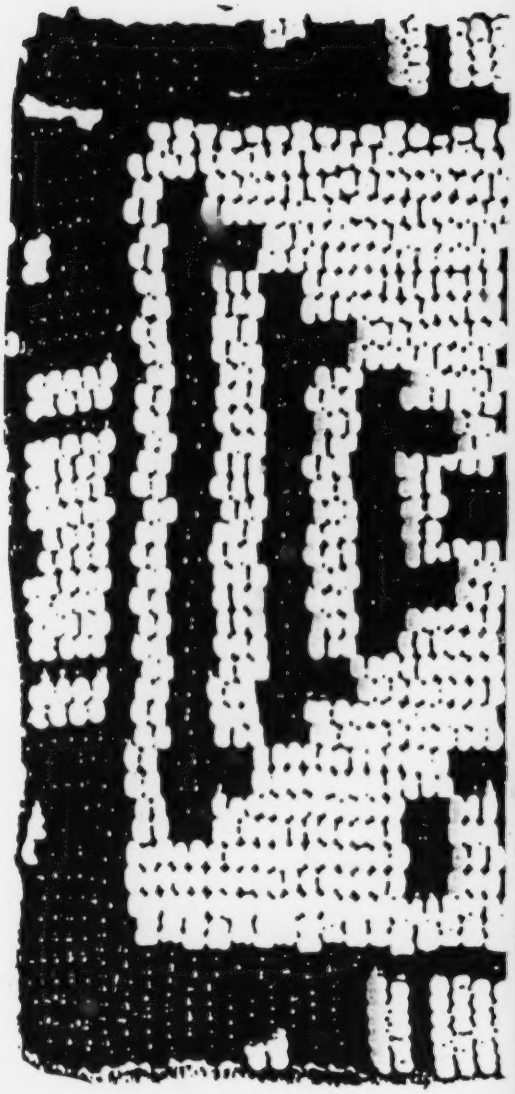
9. Multicultural Teams:
Send out mixed racial/ethnic teams to cover culture-specific events. For example, Hispanic and African American reporters to cover Mexican Independence day, or Cinco de Mayo celebrations.

10. Identity Crisis:
Tackle issues that affect students as minorities in America. Show how these issues affect students as a group in relation to others of both majority or minority cultures thrown together in school. For example, publish stories, polls, columns, art and photos dealing with the Babel of labels and names students use to identify themselves—such as Black, Afro-American or African American.

Examine the issue of pejorative names. Report on how students deal with situations where these terms are used. Find out why, when, and by whom it is acceptable for some of these terms to be positive or negative.

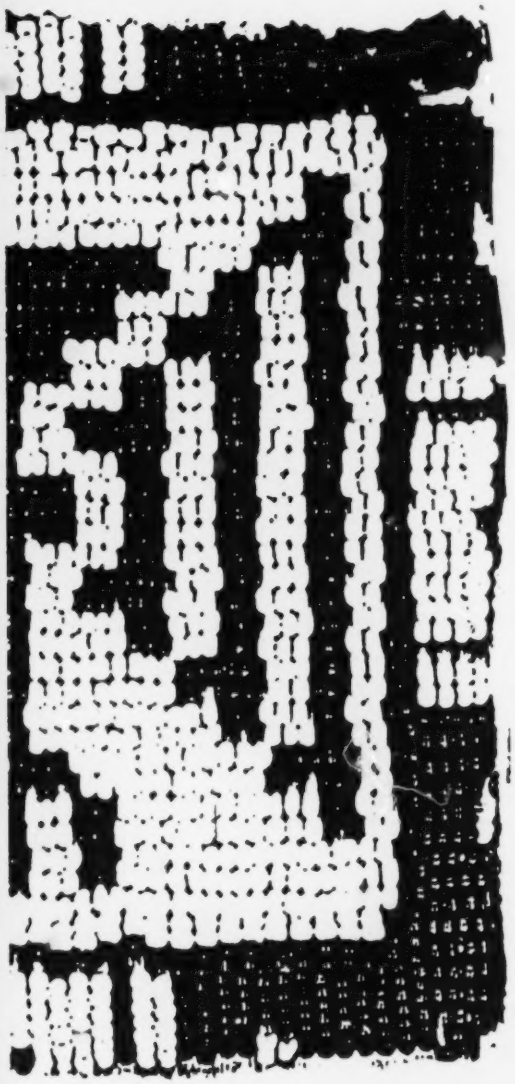
Publish a photo essay with copy based on a "Who Am I" theme that shows the rainbow of faces in the school and include student names and heritage. This helps to break down many assumptions about the easy division of people into four or five categories. For instance, African American students may have white or Native American ancestors. Native American students sometimes have Spanish last names, so everyone assumes he or she is Mexican.

Focus on one group (like Hispanics) and emphasize the complexity of this single group (Mexican, Salvadorean, Puerto Rican, Cuban, etc.). Stress unity in language and certain aspects of culture as well as the differences in dialect, foods, history, dress and immigrant experience.



11. Focus on the Other:
From a social science perspective examine human behavior that is independent of race, culture, ethnicity that divide people. Look at xenophobia, and other aspects of fear of strangers or those who are different. Cover an entire spectrum of issues like the division of student body into neighborhood groups and the fear of new immigrants.

12. Focus on the Same:
Look at why ethnic or culturally based support clubs and organizations form within the school. In several areas white students have begun or attempted to begin clubs for Europeans. Is this different from a Black Student Union, or is it normal for teens to want to feel included, special, separate yet part of the whole?



13. Business as Unusual:
Examine local impact of immigration and ethnic specialization in careers that may lead to or reinforce stereotypes. For example, why are many of the local grocery stores operated by _____ (Koreans, Chinese, Puerto Rican, Cuban). Talk to the operators and students whose parents run the stores. Tell the story so that students can understand the political or economic factors that created the situation. Use graphics or art to reinforce your story.

14. Our View:
Let culturally specific groups have a voice that others on campus can hear by publishing a standing column or regularly scheduled articles. Solicit letters to the editor via English, Social Studies and English as a Second Language teachers on topics of concern to racial and ethnic minorities.

15. All Inclusive:
Write on issues that touch everyone but have a special impact on minorities and/or relations between groups. Suggested topics include: red-lining and real estate practices that cause racial isolation; credit discrimination by gender and race; the content of textbooks; coverage by the professional press of schools and teens; and censorship of youth music.

16. Self Critiques:
Using content analysis and informal staff feedback, critique the newspaper after each issue with emphasis on inclusion. Ask your staff: Are we including everyone? Is the diversity of our school reflected in stories, sources, photographs or topics of interest?

Discussion: Begin with the basics, especially if you are in a situation where there is tension between groups on campus or resistance by the staff, students, parents or the administration to multicultural initiatives. Examine the social, political, economic and geographic divisions of the school and show how they all fit into the school's mosaic.

Mass Media Class

Goal: To create a program that will expose the stud1ent population to journalism and its importance in how it shapes lives and decisions.

Description: This class will introduce the mass media to the general school population. The mass media course is not a remedial class. The curriculum covers the history and analysis of newspapers, yearbooks, magazines, photography, television, radio, audio cassettes, film cassettes, discs, film and new technology.

Mass media activities could include:

1. Designing a "message" tee shirt. Something like: "Save the Whales."
2. Creating your own special interest magazine . Students will design the cover, sell advertising, take photos, write articles and produce the magazine.

Goal: To create a program to keep "at risk" students in school, elevate their skills—particularly in language arts—and encourage minority students to enter the field of journalism as a career.

Location Setup: The Media Academy, established in 1986, is a school-within-a-school program at Fremont High School in Oakland, CA. It is built around a program that emphasizes print and broadcast journalism careers. Principal Don Holmstedt and program director Steve O'Donoghue saw journalism as an answer to the needs of students who were entering the school unmotivated, behind in credits, deficient in skills, and who often had low expectations. Through journalism, students strengthened writing and verbal skills and gained a sense of self-worth by participating on the staff of a student newspaper, magazine or video production.

Description: The Academy is limited to 150 students. The staff emphasizes cross-curriculum activities that reinforce every discipline. For example, in social studies classes sophomores study Rome and the fall of the Republic, in English they read Shakespeare's "Julius Caesar." In beginning journalism they write a news story, using the play and their text as sources for facts and quotes, on the murder of Julius Caesar. History, language skills, and journalism form are all reinforced in one assignment and shared by three instructors.

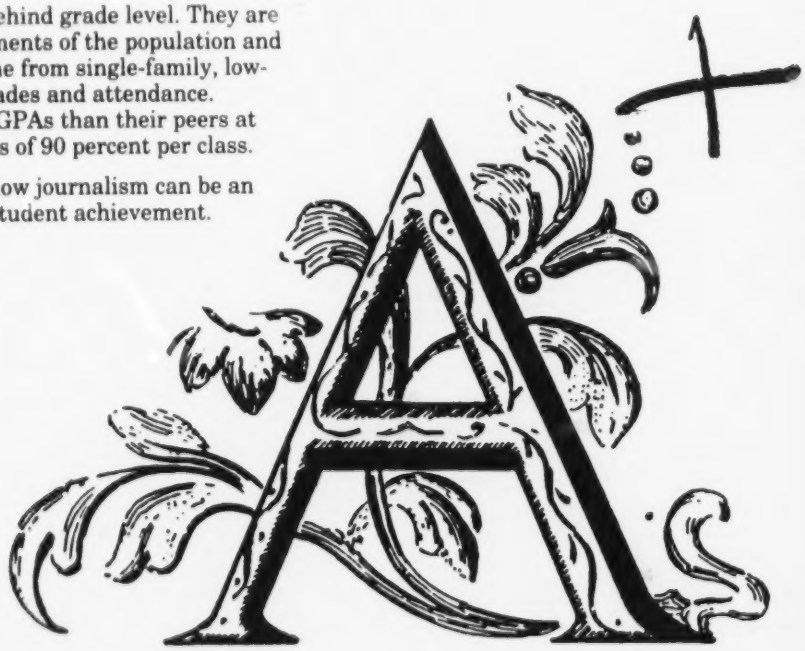
Academy students have mentors from the newspaper industry who counsel, advise and inspire students to follow career goals. After their junior year, students are placed in summer internships at job sites related to their career choices. During the spring of their senior year students gain work experience, often at the same sites where they worked the previous summer.

The Academy has an advisory board of professional journalists and interested individuals from other industries that supports the program and serves as an advocate.

Discussion: The Media Academy is not easily pigeonholed as a vocational program or academic program; it merges aspects of both. The demands of student career choices reinforce the academic demands as most of the career selections will involve post-secondary education.

Entering students average over two years behind grade level. They are drawn from traditionally low achieving segments of the population and are almost 100 percent non-white. They come from single-family, low-income homes and have a history of poor grades and attendance. These same students graduate with higher GPAs than their peers at Fremont and enter college at a rate in excess of 90 percent per class.

The Media Academy is a demonstration of how journalism can be an effective agent for educational change and student achievement.



Possible Models II: *Consultant Program*

Location/Setup: The Consultant Program at The Poynter Institute in St. Petersburg, FL, can serve as a model for programs in other locations.

Description: The late Nelson Poynter, publisher of the *St. Petersburg Times* once said, "Find them young. Give them what they need to be a success. Stay with them. And don't let them go." To that end, The Poynter Institute for Media Studies reaches out to the high schools of Pinellas County and says, "Let us help." And help they do.

In conjunction with the *St. Petersburg Times*, The Poynter Institute provides a consultant, a reporter or editor from the newspaper who works with the entire high school staff for the entire school year.

The Poynter Institute recruits consultants from the *St. Petersburg Times* and occasionally from the *Tampa Tribune*. They employ a full-time coordinator for the high school journalism program who places the consultants into the schools. At the beginning of the school year, a "get acquainted" meeting is held at the Institute. During the meeting adviser, consultant and student editors meet to map out expectations.

The Poynter set-up is ideal, but not every area is going to have the resources or the commitment to a program to offer this type of service to the schools. However, an adviser can and should approach the local newspaper and suggest, beg and do whatever is necessary to find a sympathetic ear to your needs. Someone is bound to come to your assistance in finding a reporter, editor or columnist to work with you. Chances are there is someone on the local paper staff who remembers what it was like to be a high school journalist and will want to assist.

Be up front with your proposals and needs. Explain that you are seeking more than just a critiquing service and a speech on what it's like in the real world and what a student has to do to become a journalist. High school students tend to be short sighted and think in the immediate instead of the future. You need someone who will offer an alternative voice, a different way at looking at problems in reporting and writing and will promote diversity of content.

Discussion: The purpose is not to supplant the adviser but to supplement him or her. The consultants coach, cajole, brainstorm and critique all aspects of the paper. Reporting, writing, layout and design all become fair game—but in a positive way.

The consultants range from a recent Pulitzer prize winner, Sheryl James who works with Boca Ciega High School, a local school with a high minority population, to managing editor Mike Foley, who worked with Lakewood High School.

These professionals all have several things in common. They are people who believe in high school journalists, who love their work and can explain it in a positive way and who can teach one-on-one with the students.

Description: How it Works.

The consultant program seems to work best when you include the news professional in all phases of production. The consultant should visit during pre-production to help brainstorm story ideas and define the issue's content. An outside voice is invaluable in determining if the entire school community is represented.

Schedule a couple visits during the reporting and the pre-writing phase. Student writers invariably need help in tracking down sources, making good use of the resources available to them and finding alternative and diverse personalities for stories.

It's during this phase that a consultant can help a student writer see where a story is going and how to map it. Conversely, if a story is going nowhere it is often times a gentle nudge from a consultant rather than a push from the adviser that gets a young writer to move on.

Your consultant should plan to see the stories in both the rough and final forms. Suggestions on form, structure, and style during the writing and revision process are always welcomed. Our experience has been that teen writers enjoy a professional taking the time to look at their work.

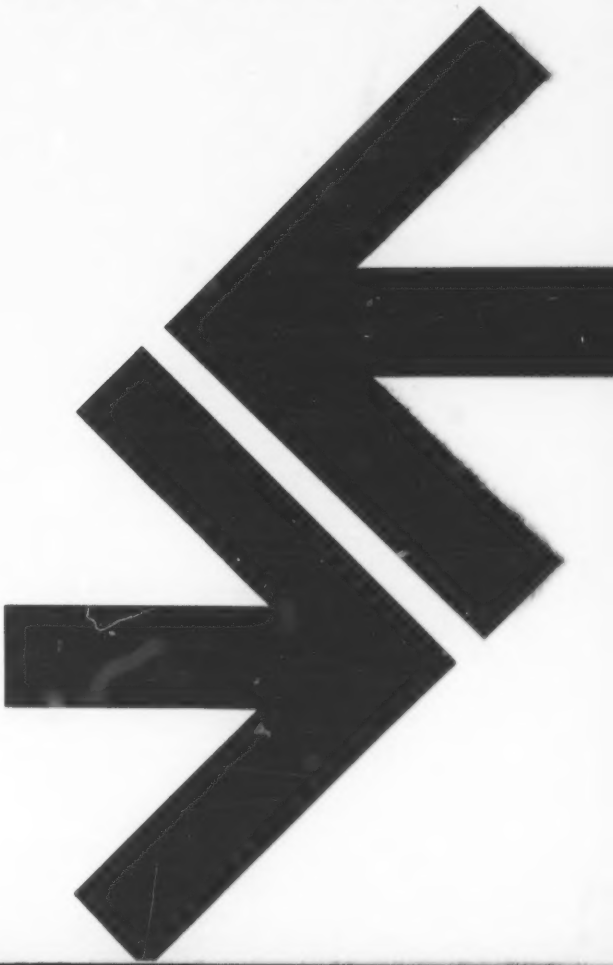
And, finally, after the paper has been published, the consultant should critique the product as a whole. They should point out what worked and what didn't and engage in a dialogue on what can be done better. Have the consultant choose and identify the best lead, best reporting, best column, best photo, etc. Students eat this type of feedback up.

Discussion: The program is designed to be as flexible as possible and to encourage cooperation and interaction between adviser and consultant.

But the adviser is the key to the whole experience. He or she must be open to someone coming into the program— warts and all—and working with the staff.

A program like this takes time and commitment on the part of a professional journalist. Finding someone to devote as much energy to a high school program can be a hit-and-miss proposition. What is most important to remember is to be flexible and to use the resources of the consultant whenever he or she is available. However, remember that you are the adviser and still have the last word about what happens in the classroom. If a particular consultant is not working out, then meet that problem head on and make a change.

Remind the students on staff that *YOU* still must read final copy—after all you're the one who assigns the grades. And, finally, don't be afraid to learn. You can learn as much about writing and reporting by working with the consultant program as do the dozens of students who go through your newsroom. It can make you a better writing coach and adviser in addition to having a positive impact on all the students who write for the school paper.



Goal: To examine common generalizations applied to groups of people, so participants can see the negative effects of stereotypes.

Location/Setup: This activity can be conducted in the classroom. Materials needed include a flip chart, markers and tape.

Time of Year: It can be beneficial to conduct this exercise at the beginning of the year as part of the day's lesson plan. It can also be used throughout the year.

Length of Time: Minimum length is an entire class period. Maximum time period depends on the size of the class and the amount of discussion.

Description: First, divide your class or large group into small discussion groups. Each small group will report back to the class or large group.

To amplify the point that stereotypes are common, have participants in each small group name stereotypes about different categories of people. Choose as many of the following as you have small groups: women, African Americans, Hispanics, American Indians, Cuban Americans, Mexican Americans, white males... (the list is not exhaustive; you may wish to add other groups to it, depending on the demography of your class or large group).

Ask each small group to discuss common stereotypes about their assigned group. List the stereotypes on a page from the flip chart. Their list will be hung on the wall for the large group to see as small group reports are made. (**Note:** Tell participants that they do not have to personally believe each of the stereotypes they have listed. It is, nevertheless, important to get them listed.)

After each small group has had adequate time for discussion, each should hang their list of stereotypes on the wall and read and report it to the large group.

Discussion: It is not very difficult these days to find young people who openly express prejudiced attitudes and beliefs. Prejudiced behavior exhibits itself in ethnic jokes, racial slurs and scapegoating. Some young people even engage in violence to act out their bigotry.

A study by the anti-Defamation League and the University of California at Berkeley concluded that by age 12, students have already developed a complete set of stereotypes about every racial group in society.

Indeed, some experts say that the elementary school years constitute a period during which children's attitudes toward various social groups and their distinguishing characteristics are crystallized.

Experiences that you have—or do not have—as a child can determine later attitudes and feelings.

To that mix, add the results of a 1992 national study of young peoples' racial attitudes, commissioned by People for the American Way, that

produced dramatic conclusions. The study, "Democracy's Next Generation: A Study of American Youth on Race," concluded that racist stereotypes persist while racial divisions are taking root among a new generation of Americans.

Unless people are encouraged to rethink their beliefs about group differences, it is unlikely they will do so on their own. This exercise gives individuals a chance to talk—and think.

Debriefing Notes: First, we have found it very useful to use anecdotes and examples that help illustrate the points that will come up in the debriefing discussion. In addition, here are ideas for you to consider and raise as the discussion moves forward.

Where do these stereotypes come from? (Allow participants to offer ideas, but interject the following ideas if they are not mentioned: parents, family beliefs, nonexposure to minorities in growing up, television, newspapers, magazines, books, literature, movies, school...)

It was a common notion that such stereotypes could change easily with experience, but that does not seem to happen in reality. When people meet for the first time, they are drawn to distinctive characteristics: speech, gestures, manner, physical features.

Initial impressions are shaped by assumptions we have about the groups that seem to "fit." Contrary to popular belief, we actually use what is different about an individual to reinforce what we think about a group and ignore those characteristics that contradict the stereotype.

Teachers and managers need to resist the temptation to see students or employees in stereotypical ways. In order to motivate people or to lead a group, a manager has to do what is best for each individual.

There are false images for groups, but real cultural differences do exist. Showing respect for cultural beliefs makes people feel comfortable in bringing new perspectives to their work situation—as a member of a student newspaper staff or as an employee.

Minority students often find it necessary to be bicultural. They exhibit one set of behaviors at home and a different set in the workplace in order to not perpetuate popular stereotypes. Teachers and group leaders need to find some common ground to let minorities feel free to participate in their own ways.

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Part 3

Retaining Strategies

The Mass Media Program.

Goal: Many high school and university journalism instructors have discovered a huge, untapped teaching resource within their own communities—working journalists. Newspaper, magazine and broadcast journalists often trace the beginning of their careers to an exciting or challenging high school experience. They want to "pay back" and are willing to help out in the classroom. As more minorities join the professional ranks, they also increase the pool of role models for students. The following are possible programs for you to adapt to suit your school.

Location/Setup: The model is located at Carver High School in Montgomery, AL. Students in grades 10-12 come from three other high schools through a magnet program. Two broadcast classes are taught; one is introductory, the other advanced. Each class consists of 10 students.

Description: Professional involvement in the classroom is a vital part of this program. Senior staffers cover news events with professionals. This kind of pro-shadowing can be a tremendous reward for students.

A network/contact system is set up with city hall, the governor's office, the police station, the local universities, high schools and a key radio and TV station. Students can call in for daily news tips.

The students videotape events, come back to school, write their stories, edit the stories, and package them as TV and radio programs.

It is very important that professional journalists critique students' work by reviewing tapes with students, giving pointers on how to improve story lines and continuity, how to write tight stories and how to select the best words to accommodate the time constraints of broadcast.

Students should also review and evaluate professional media productions and compare student productions to professional productions. Areas to critique are writing, performance on camera and microphone and technical production. The goal is for students to match or exceed the standards set by the professional media in both journalistic writing skills and performance/production skills.

Other classroom activities include developing a resource list of professionals from radio and TV stations you can call to conduct seminars and workshops. Engage professionals in as many activities as possible. Hold classes, seminars, workshops and master lessons for students. Invite a pro to work with your classes as often as once a week.

Discussion: As a product of the continual mentoring/coaching process, the local professional media get to know students and may hire them to work at their stations. All ten of the senior staffers at Carver are presently employed at radio and TV stations. Beginning students have intern status—where they gain experience without pay—by

Photo by Jon Van Allen

the beginning of their second semester.

Five TV stations and six radio stations are involved, and the students have personal contacts with almost every employee in each station.

The mentoring program seems to work best when each student is allowed to select the professional news person with whom she/he is most comfortable. That student is then paired with that professional in her/his assignment at the station.

Writing Coach and Mentoring Programs.

Goal: To encourage better writing skills among students and higher retention rates.

Location/Setup: The model is located at San Francisco State University, San Francisco, CA.

1. The Writing Coach

At San Francisco State University, local journalists volunteer to serve as writing coaches. Each participating journalist is assigned to work with a beginning journalism student. They meet one hour each week for a semester. The coach reviews news articles that the student has written as a class assignment. The coach gives advice on the lead, the approach, reporting tips, etc. This reinforces the work of the instructor. It speeds the students development. For students who find the class frustrating, the

Photo by Jon Van Allen

additional encouragement from the coach can make a difference.

Adaptations:

Invite a journalist to do a classroom critique of student work.

Organize a trip to a newsroom. Bring student work for critiquing.

Ask a journalist to lead a classroom workshop on writing leads or organizing stories.

II. The Mentor Program

Mentor programs provide students with a role model, a working journalist who can offer advice and encouragement. At San Francisco State University, journalists are recruited to serve as mentors. Students are matched with the journalists (usually on the basis of gender, ethnicity and career interest). The journalist is asked to "adopt" his/her student.

Modifications:

Ask a journalist to serve as a mentor for the entire class. The mentor can visit periodically and work with the students. Ask mentor's boss if time off from work can be arranged.

Plan a career panel. Invite a variety of journalists (reporter, editor, photographer, TV anchor, radio engineer, etc.) to describe their work.

Plan a career panel of minority journalists to discuss the role minorities play in the newsroom and the problems they encounter.

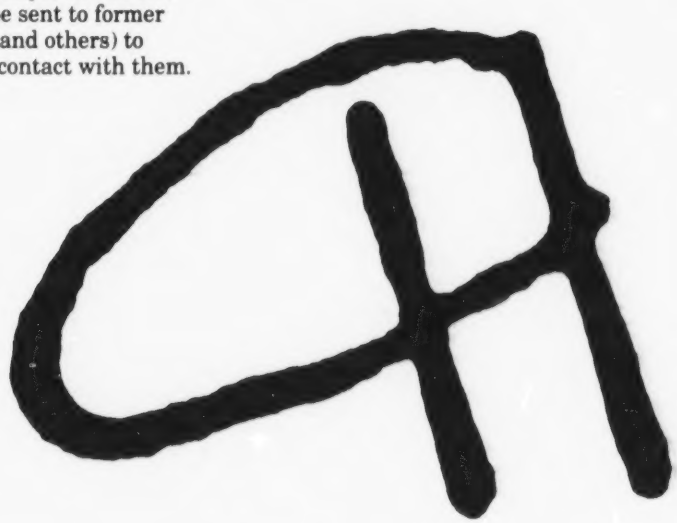
Discussion: Tracking journalism students.

San Francisco State University has developed a simple method to track and maintain contact with former journalism students. This project makes it possible to see if they maintain an interest in journalism and to continue to provide encouragement. A simple computer database program is used to maintain names, addresses and other pertinent information of students who go through the university's high school journalism programs. About twice a year letters are sent

to them that usually include a questionnaire that asks: Are you still involved in journalism? What are you doing? The newsletter also includes anything that might help them, such as announcements about scholarships and intern opportunities.

Modifications:
Have students call former students to see what they are doing.

Create a simple newsletter that can be sent to former students (and others) to maintain contact with them.



Peer-editing Groups.

Goal: To create close interpersonal relationships among high school newspaper staff members as well as to improve basic writing skills. The groups also encourage retention as students find comfortable "niches," increasing their self-confidence.

Location/Setup:
Classroom setting with students placed in groups of three.

Time of Year: Organize peer groups at beginning of the school year.

Length of Time: Small groups should meet once a week for at least 20-25 minutes, with a large group discussion following.

Description: Based on a diversity of experience, gender, race, interests and personality, divide the staff into groups of three. In these groups, the students can edit and discuss each others copy and brainstorm for ideas for the upcoming issues. Class discussion should follow small group meetings, covering ideas generated during the small group discussion.

Discussion: By giving the staff members a chance to have their copy edited by peers before it goes to the editors and adviser, the writers not only improve their basic writing skills but spend much more time reworking and polishing their stories.

Through the exchange of ideas during the peer editing process, the journalists also gain insight into each others' thoughts and feelings as they discuss the reasons behind including and/or excluding certain information from the various articles.

Because of the non-threatening atmosphere created in the small groups, brainstorming ideas for upcoming issues seems to generate more unique and more diversified story ideas. Because the students are in the smaller, less threatening groups, they aren't as intimidated about expressing ideas they feel may not be readily accepted by everyone. Some of the most challenging coverage issues may be products of the small-group discussions. Following the small-group meetings, the staff then meets as a whole to discuss the ideas generated.

Another key function of small-group sessions is to use them as content analysis groups to analyze what has been done in the past to determine what should be done in the future.

Reward students.

Location/Setup: Varies within class, local, state and regional level.

Time of Year: All year.

Length of Time: Plan ahead to make sure that paperwork is done and sent in on time.

Description: Staff members need encouragement and feedback which awards provide. To insure that all students are able to compete for the awards, build into the production process the opportunity for rewriting and editing. Thus competition will assist beginning reporters in developing skills and becoming more motivated.

You can reward students with internal staff recognition for most improved, best commentary, best feature, best news, feature, sports photo, best news story, best editing, etc.

Reward staffers with publication staff recognition as they achieve various levels. For example, the Cub Award, Star Award and Mark of Excellence can be awarded for a specific number of column inches of copy.

Reward students with national, state and regional opportunities through Quill and Scroll, CSPA, JEA, NSPA, state high school press associations, regional high school press associations, professional organizations and local contests or publication opportunities. (See the resouce list at the end of this guide.)

Discussion: One critical ingredient involved in the retention process is having minority students become involved in the decision-making process. For example, encourage them to become members of the editorial board, editor-in-chief, editorial editor, news/feature editor and sports editor.

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CASE STUDY 1

You are an English teacher, a veteran of seven successful years at your high school. As the English teacher with the fewest years of experience in your department, however, you were named the adviser of the school paper last spring. No one else in the department would volunteer; you were volunteered.

The advisor you are replacing has been at the job for 20 years. His student staff—always some of the school's best students—has been very loyal over the years, and he is much-revered. Many of his students have become professional journalists. The paper is a multiple award-winner locally and nationally. The adviser you are replacing is a respected community leader.

Before school ended, you had a meeting with the principal, a young, progressive educator who has been on the job for one school year. She told you:

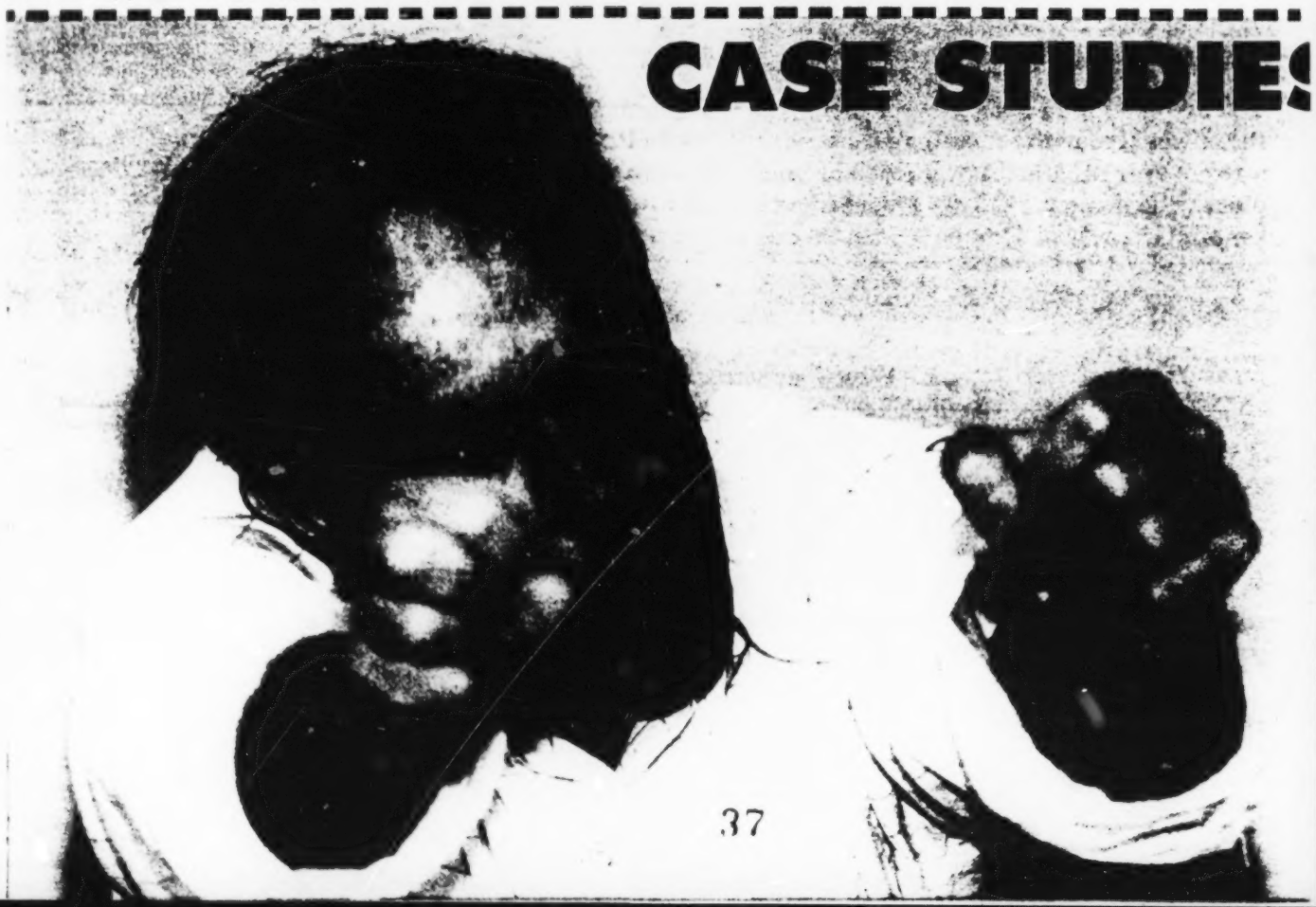
1. the adviser was allowed to resign rather than being asked to leave (No one else knows that.);

2. the adviser was asked to leave because he was not willing to change his newspaper staffing policies and get minority students on the staff. Your school's minority population is almost 25 percent — 15 percent black and 10 percent Hispanic;

3. your most important goal should be to get minority students on staff immediately—but you should not let the paper's quality suffer.

She has asked to meet with you in early-August to go over your plans for recruiting the student newspaper staff. What will you do to prepare for that meeting?

To maximize enjoyment, cut Case Study pages in half along dotted lines.



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CASE STUDY 2

You are the high school newspaper adviser, surviving one of those weekly faculty meetings that make you wonder why anyone ever dreamed up the idea of "meeting" in the first place. The principal, as always, seems primarily interested in keeping the school's image a positive one in the community.

Out of the blue (and at almost 4:45 p.m.), one of your faculty colleagues, a physics teacher, raises a potentially explosive topic. "Why does our student newspaper cover so many 'minority issues?'" he asks provocatively. "We've got no more than 10 percent minorities in this school.

Yet, in every issue I read editorials on black culture, reviews of black movies, that sort of thing. What about all the other kids in this school? Don't they deserve to have their issues covered too? It's reverse discrimination."

What will you say? How will you handle this situation?

You are the second year adviser of an award-winning newspaper at a high school located in a conservative, upper middle class suburb. The school and the newspaper boast a tradition of excellence and enviable reputation.

This high school won an All American Award and was in the finals for a Pacemaker—one of the top six high school newspapers in the country.

Now that it's August, the staff is planning major stories to cover in the first four fall editions. One of your staff members, a new student in your school, suggests a story about "coming out day." Oct. 11 is the day when, traditionally, gays announce themselves publicly. "It's tough being a gay or lesbian teenager," she says, "and I think a story would make homosexual teens in this school feel less weird. It could be a real service."

You are surprised by the reaction of your veteran staff, all twelfth graders.

"Yuk!" replies your associate editor, an excellent journalism student and hard-worker. "I am not going to let them use our paper to spew their junk."

"Yeah, that's right," says another. "This community is not ready for that kind of story. What do you think people would think about our high school—not to mention what would happen to our paper's reputation—if we covered a story about GAYS!"

You have not really anticipated this conversation, much less the reaction to the topic. However, there it is. What will you say? How will you handle this situation?

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Rudolph Jones is a black writer who has made quite a name for himself as a reporter for your city's community newspaper, a mail daily known for its cutting-edge reporting.

His work is insightful and provocative; he succeeded in getting several interviews with inner-city youth who had previously been difficult or impossible to reach. It is clear that he has connections in the news business. You want him to work with your high school newspaper staff — as a mentor for two of your minority teens. You believe the two have great potential but need a strong role model.

You also want Rudolph Jones as a speaker and part-time instructor for your college staff. However, your department chair has pointed out a potential problem. She says she fears Jones may not get the respect and cooperation he deserves — and he may also cause problems for the school. Here is why: he wears dreadlocks, an earring and field attire, most of which he purchases from an army surplus store, on his six-foot frame.

Also, you have heard that some people in the community are intimidated by his looks, dress and demeanor. Your department chair suggests that you tell him to wear more appropriate clothes when he comes to school and when he works with your students. Will that solve the problem? Indeed, will you take her advice? Is there anything else that you would suggest?

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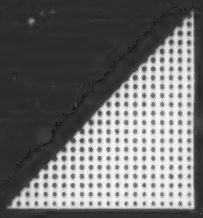
An Hispanic teacher with five years experience has applied for the vacant position of journalism/English teacher at your high school. If she gets the job, she will be in the English department of which you are a member teacher.

She has newly-earned teaching credentials and a good record from her previous teaching assignment. She taught one year at an inner-city, predominantly Chicano high school in Chicago where there was no student paper. Before that year as a teacher, she worked successfully as a professional journalist for five years. She left journalism when she was married. She and her husband have decided to move from the hustle and bustle of the city to your community.

Her credentials and experience make her the leading candidate. However, you hear problems during the lunch hour from your department colleagues. "I'm not sure this community is ready for a 'minority teacher' just yet," one says. Another adds, "We only have a handful of Hispanic students in this school and most are children of migrant workers who are out of here almost before we get them registered.

We don't need someone on faculty just because she speaks Spanish. Why can't her husband get a job here. They don't both need to work, do they?"

You are asked your opinion and what you will say during the department meeting set for this afternoon. What will you say?



Recruiting, training and retaining (R-T-R) occur as a process at several different levels.

One level—the one on which we are focusing—is at the level of scholastic journalism. But scholastic journalism is not—or ought not to be—an end in itself. R-T-R occurs at the usual next level, university or college preparation for a professional career. Nor does the process end there. R-T-R is just as critical at the next step—and that is full-fledged entry into the professional field.

Being aware of our points of involvement in the overall process should enable us to work more successfully in not only the interests of the individual, but also the interest of the profession and society at large.

Ken Starck
Director, School of Journalism and Mass Communication
The University of Iowa
Iowa City, IA

Highlights of minority recruitment efforts

Building cultural bridges to increase understanding between minorities and non-minorities is an important priority for the news media and journalism educators at all levels. A record of the successes and failures of the past can guide future efforts. The following timeline gives an overview of minority recruiting programs.

Early 1960s

• In the early 1960s, workshops were established in several cities for high school journalism teachers.

• By the mid 1960s, workshops focusing on historically black schools were held. Foundation support of minority journalism also began and minority journalism grants were created.

1967-1973

• The Kerner Commission was appointed to determine the cause of the 1967 riots and concluded that the problems were due, in part, to racism in the news media.

• News media foundations, organizations and educational institutions began implementing recruiting and training models based on the Commission's recommendation that non-minority journalists be taught about conditions in the inner city and minority journalists be recruited and trained.

• The first workshops for minority high school students were held.

1974

• The "Captive Voices" study of high school journalism was conducted.

1975-1978

• The first media organization of people of color was established that began working with high schools to identify potential black journalists.

• A community-based youth media enterprise was established in Chicago that created a citywide newspaper mirroring minority concerns and written by and about teenagers.

• The first minority high school journalism workshop established and run by minority journalists was held.

• The American Society of Newspaper Editors adopted a resolution pledging a goal of 23 percent minority participation in the newspaper industry by the year 2000.

1981-1984

• Many additional high school journalism workshops for minority high school students began.

1985-1988

• A task force was formed to study the rate of progress toward the American Society of Newspaper Editors' goal and concluded that minority recruitment must begin in high school in order to offset declines in the labor force numbers.

• A colorful guide to all facets of the newspaper industry targeting high school students was introduced.

• Representatives from the media and professional organizations met to coordinate programs to identify junior and senior high school students for workshop and mentor programs.

1989-1991

• Workshops to prepare high school teachers to work with students from diverse cultural and ethnic backgrounds began.

• Several scholarships for university study and summer workshops for minority students were established.

• Scholastic press associations organized committees to find ways to increase minority participation in high school journalism on both the student and adviser level.

• Programs to assist in career counseling, mentoring, finding scholarships, internships and summer jobs increased dramatically.

• Materials for this guide were collected.

Acknowledgments

There are so many people to thank for their participation in assembling this guide. First, we thank The Freedom Forum for funding the symposium and publication production costs. Without the participation and support of Ken Starck, director of the University of Iowa School of Journalism and Mass Communication, this project would not have been possible.

Many of the materials contained in this guide were collected and adapted by Craig Trygstad, director of Youth Communication in Washington D.C., for the "Reaching Out to Minority Students" workshop for high school journalism teachers he has taught at The University of Iowa for the past four years.

The visual impact of this guide would be considerably less without the volunteer help from Dick Blazek, senior designer, and Jon Van Allen, portrait photographer, from the University of Iowa Foundation. Mauro Heck, free lance photographer, is responsible for the non-portrait photos.

While we are the guide's editors, its authors are the symposium participants. Because most articles are collaborative efforts, no single authors are listed.

We welcome your comments. We realize that this is only a beginning. We look forward to the day when a separate guide on the issue of diversity is no longer necessary. We await the day when all classrooms and publications automatically include and reflect the richness of diversity. On that day, the breakthrough will be complete.

Mary Arnold and Njeri Fuller, The University of Iowa School of Journalism and Mass Communication, May 1992

Bunty Anquoe

Jon Funabiki

Lynne Gussenhoven

Photos: Page **34**: *Beaded mask*: Tabwa, Zaire and Zambia, Africa. Glass beads, leather, rooster feathers, monkey pelts. H.35 (88.9). The University of Iowa Museum of Art, The Stanley Collection.

Page **39**: Italy, *Roman Funerary Relief (Husband and Wife)*. Marble; late first to early second century A.D. Purchase, 1972. The University of Iowa Museum of Art.

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A very special thanks to the symposium participants:

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Steve O'Donoghue, director, The Media Academy at John C. Fremont HS, Oakland, CA; Journalism Education Association Multicultural Committee chair.

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Deb Merxbauer

Sharon Morales

Steve O'Donoghue

J.A. Rios

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Vanessa Shelton, associate editor, University Relations, The University of Iowa, Iowa City, IA.

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Sherryl Shannon

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Craig Trygstad, director, Youth Communication, Washington, D.C.

Alice Bonner, director of education programs at The Freedom Forum, Reston, VA, also attended the symposium.

Craig Trygstad

Walterene Swanston

Lou Zulli

Top: Walt Swanston, Craig Trygstad

Row 2: Steve O'Donoghue, Lynne Gussenhoven, Lou Zulli

Row 3: Earlene Hollinger, Ken Starck, Mary Arnold

Bottom: Earlene Hollinger, Ken Starck, Sharon Morales, Sherryl Shannon

Top: Bev Helm, Deb Merxbauer, Bunty Anquoe

Middle: Walt Swanston, Alice Bonner, Craig Tryqstad

Bottom: J.A. Rios, Bev Helm, Jon Funabiki, Alice Bonner

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Resource Directory

for High School Journalism Teachers and Publications Advisers

American Association of Advertising Agencies
666 Third Avenue—13th Floor
New York, NY 10017
212-682-2500
Sponsors annual summer internships for minority college students.

American Council on Education
1 DuPont Circle NW Suite 800
Washington, D.C. 20036-1193
202-939-9395
Sponsors several education publications and has an office of minority affairs.

American Newspaper Publishers Association (ANPA)
P.O. Box 17407
Dulles International Airport
Washington, D.C. 20041
703-648-1000
Has minorities opportunity committee and sponsors several publications and high school scholarship programs.

American Society of Newspaper Editors (ASNE)
P.O. Box 17004
Washington, D.C. 20041
703-620-6087
Has minorities committee and scholarships for high school students.

Asian American Journalists Association (AAJA)
1765 Sutter Street, Room 1000
San Francisco, CA 94115
415-346-2051
Offers interns, scholarship assistance. Chapters located in major U.S. cities.

Columbia Scholastic Press Association (CSPA)
Box 11, Central Mail Room
Columbia University
New York, NY 10027-6969
212-280-3311
National high school journalism organization. Offers magazine, media evaluation services, contests and conferences.

The Dow Jones Newspaper Fund
P.O. Box 300
Princeton, NJ 08543-0300
609-452-2820
Sponsors journalism intensive writing courses for high school journalism teachers, sponsors high school journalism workshops, provides career information and listing of high school journalism workshops.

The Freedom Forum
1101 Wilson Blvd.
Arlington, VA 22209
703-528-0800
Sponsors programs, publications and projects on free press, free speech and free spirit for all people.

Journalism Education Association (JEA)
Headquarters/Bookstore/Membership
Kedzie Hall 103
Kansas State University
Manhattan, KS 66506-1501
913-532-5532
National high school journalism adviser organization. Offers bookstore, quarterly magazine, contests and conferences.

National Association of Black Journalists (NABJ)
11600 Sunrise Valley
Reston, VA 22033
703-648-1270
Has regular national newsletter for members. Local chapters sponsor high school workshops, writing contests and newsletters.

National Association of Broadcasters (NAB)
1771 N Street NW
Washington, D.C. 20036
202-429-5350
Offers summer minority career broadcasting training program and career day speakers.

National Association of Hispanic Journalists (NAHJ)
National Press Building
Suite 1193
Washington, D.C. 20045
202-662-7145
Has monthly newsletter to members, offers national scholarship competition for high school and college students. High school workshops are offered in cities with local chapters.

National Association of Minority Media Executives
1401 Concord Point Lane
Reston, VA 22094-1307
703-709-5245

National Black Public Relations Society
30 West Washington, Room 502
Chicago, IL 60605

National Federation of Press Women (NFPW)
P.O. Box 99
Blue Springs, MO 64013
816-229-1666
Offers career information, mentor program and annual writing competition for high school students.

National Press Foundation
National Press Building, Suite 1282
Washington, D.C. 20045
202-662-7350
Assists students by offering summer workshops in various U.S. cities.

National Scholastic Press Association (NSPA)
620 Rarig Center
University of Minnesota
330 21st Ave. S.
Minneapolis, MN 55455
612-625-8335
National high school journalism organization. Offers quarterly newsletter, media evaluation services, contests and conferences.

Native American Communication and Career Development, Ltd.
1506 Broadway
Boulder, CO 80302
303-447-8760
Quarterly newsletter to members, job fair and career day for high school students. Local chapters sponsor high school workshops and writing contests.

The Poynter Institute For Media Studies
801 Third Street South
St. Petersburg, FL 33701
813-821-9494
Offers mentor programs and writers's camps for high school journalism students.

Public Relations Society of America (PRSA)
33 Irving Place
New York, NY 10003
212-995-2230
Has minorities committee that meets twice annually. Sponsors national internship competition.

Quill and Scroll Society (Q&S)
School of Journalism and Mass Communication
The University of Iowa
Iowa City, IA 52242
319-335-5795
An international honorary society for high school journalists. Offers scholarships, bi-monthly magazine and writing contests.

Radio-Television News Directors Association
1000 Connecticut Ave. NW
Suite 615
Washington, D.C. 20006
202-659-6510
Offers scholarships and fellowships for college students, individual members speak at high school and college career fairs.

Society of Professional Journalists (SPJ)
P.O. Box 77
Greencastle, IN 46135-0077
317-653-3333
Offers career information for college and high school students and offers a national essay contest for high school students.

Women in Communication, Inc. (WICI)
2101 Wilson Blvd., Suite 417
Arlington, VA 22201
703-528-4200
Offers career information for college and high school students.

Youth Communication, Inc.
1320 Eighteenth Street, N.W.
Suite 200
Washington, D.C. 20036
202-429-5292
Offers mentoring program for high school students, offers summer workshop and has bureaus in seven cities offering opportunities for students to gain experience working with a student news service.

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